*Enhanced* 4-Point Rubric

for GRADE 6

Draft #2… June 3, 2011

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| **Descriptors of Successful Writing** | **6 + 1 Trait Addressed** | **Exceptional**  **Almost all of the writing**  **10** | **Proficient**  **Most [>50%] of the writing**  **9** | **Developing**  **Some [<50%] of the writing**  **8** | **Emerging**  **Almost none of the writing**  **7** |
| **It’s clear what this piece is about.**  10 = Topic is narrow, manageable, and focused.  9 = Topic is fairly broad, yet author’s direction is clear.  8 = Topic becomes clear, though still too broad, lacking focus; reader must infer message.  7 = Several topics emerge; any might become central theme or main idea. | **Ideas** |  |  |  |  |
| **Writing fully communicates ideas and shows sustained thought.**  10 = Author writes from own knowledge/experience; ideas are fresh, original, and uniquely the author’s.  9 = Author presents new ways of thinking about topic based on personal knowledge/experience.  8 = Author “tells” based on others’ experiences rather than by “showing” by own experience.  7 = Author generalizes about topic without personal knowledge / experience. | **Ideas** |  |  |  |  |
| **The writing shows individual expression and/or creativity.**  10 = Author interacts with and engages reader in ways that are personally revealing.  9 = Author communicates with reader in earnest, pleasing, authentic manner.  8 = Author seems aware of reader yet discards personal insights in favor of safe generalities.  7 = Author uses only clichés, resulting in continued lack of interaction with the reader. | **Voice** |  |  |  |  |
| **One idea flows logically into the next.**  10 = Sequencing is logical and effective; moves reader through piece with ease from start to finish.  9 = Sequencing makes sense and moves a bit beyond obvious, helping move reader through piece.  8 = Sequencing shows some logic, but is not controlled enough to consistently showcase ideas.  7 = Little sequencing is present; it’s hard to see how the piece fits together as a whole. | **Organization** |  |  |  |  |
|  |  | 10 | 9 | 8 | 7 |
| **There is varied and descriptive vocabulary.**  10 = Word choice is natural yet original and never overdone; both words and phrases are unique and effective.  9 = Attempts at colorful word choice show willingness to stretch and grow, yet sometimes go too far.  8 = Original, natural word choices start to emerge so piece sounds authentic.  7 = Words are either so plain as to put reader to sleep or so over the top they make no sense. | **Word Choice** |  |  |  |  |
| **Sentences are fluent when read aloud.**  10 = Rhythm flows; writing has cadence; first reading aloud is expressive, pleasurable, and fun.  9 = Rhythm is inconsistent; some sentences invite oral reading, others remain still, awkward or choppy.  8 = Rhythm emerges; reader can read aloud after a few tries.  7 = Rhythm is random and may still be chaotic; writing does not invite oral reading. | **Sentence Fluency** |  |  |  |  |
| **The writing incorporates taught skills; spelling is legible.**  10 = Hardly any editing is needed to publish; author may successfully manipulate conventions for stylistic effect; meaning is crystal clear.  9 = Several things still need editing before publishing; conventions are more correct than not; meaning is easily communicated.  8 = Too much editing is still needed to publish although piece begins to communicate meaning.  7 = There’s still a lot of editing required for publication; meaning is uncertain. | **Conventions** |  |  |  |  |
| **Details are used to tell more.**  10 = Details are relevant, telling; quality details go beyond obvious and are not predictable.  9 = Some details begin to define main idea or topic, yet are limited in number or clarity.  8 = Additional details are present but lack specificity; main idea or topic emerges, but remains weak.  7 = Few details are present; piece simply restates topic and main idea or merely answers a question. | **Ideas** |  |  |  |  |
| **Subtotals** |  |  |  |  |  |
| **TOTAL [10 = A; 9 = B; 8 = C; 7 = D]** |  |  |  |  |  |